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ABSTRACT

This learning module focuses on reading for specific kinds of workplace information, interpreting that information, and summarizing main ideas. Identification of relevant details, facts, and specifications is explored, especially in reference to reading and interpreting technical materials or business correspondence. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters, pretests and posttests, and course evaluations. (KC)

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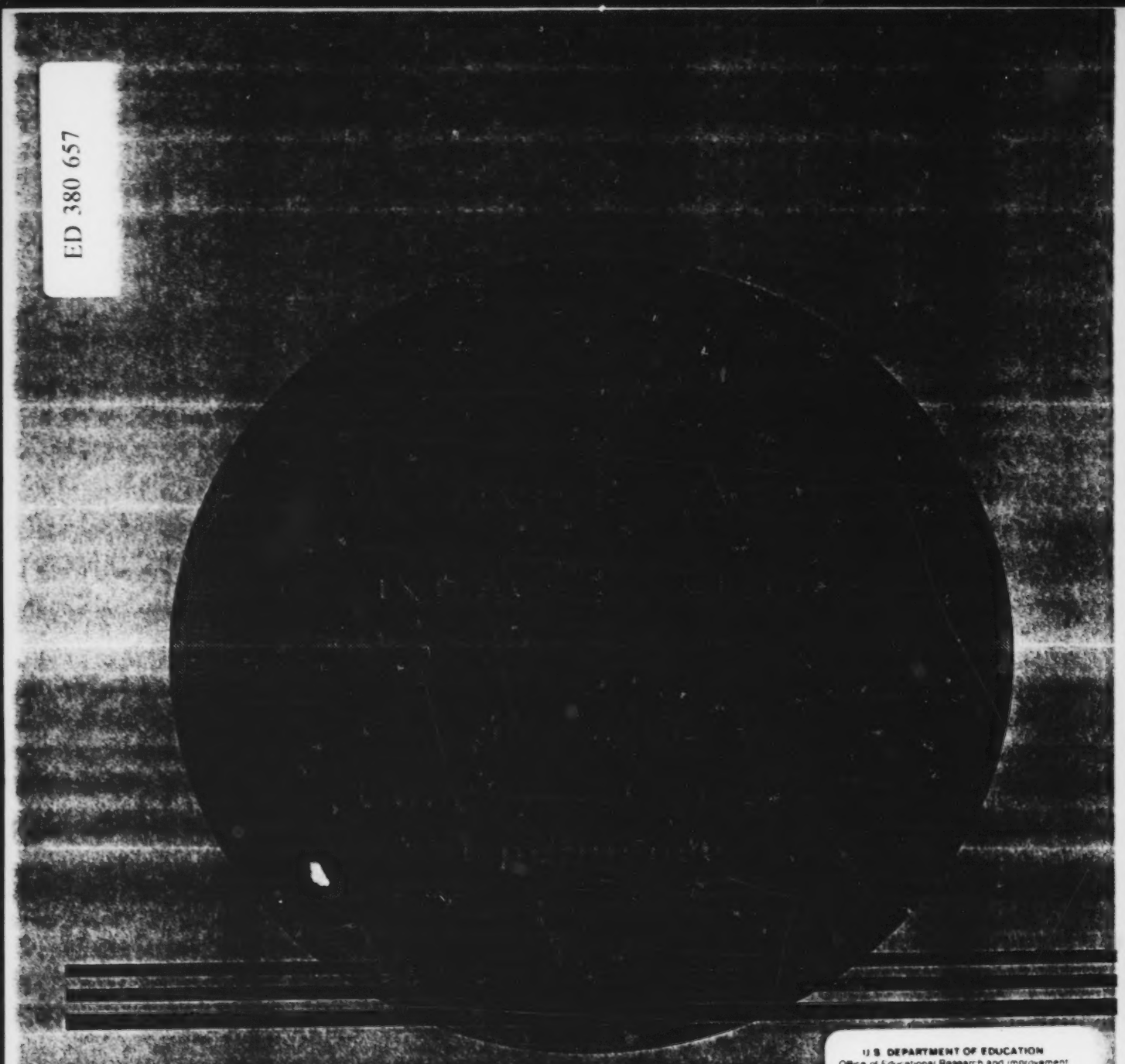

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CE 068 612

Colorado Community College and Occupational Education System
United States Department of Education
Corporate, Workforce, & Economic Development, a division of
Pikes Peak Community College
Current, Inc.

WORKPLACE READING II
Increasing Comprehension and Confidence

This curriculum focuses on reading for specific kinds of workplace information, interpreting that information, and summarizing main ideas. Identification of relevant details, facts, and specifications are explored especially in reference to reading and interpreting technical materials or business correspondence.

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INTRODUCTION

The Workplace Classroom is a set of 11 curriculum modules created by workplace educators from Pikes Peak Community College in collaboration and partnership with employees of Current, Inc., a large greeting card company in Colorado Springs, Colorado. The partnership was formed through an 18-month federal workplace research and development grant from the United States Department of Education awarded to the Colorado Community College and Occupational Education System. Teachers in the project designed, developed and field-tested curricula and materials for the 11 basic skills courses through the process of identifying and understanding the culture of the workplace and the learning needs of the individuals working within it.

The Pikes Peak staff chose not to rely on ready-made materials or programmed texts with which to teach classes. Instead, teachers and curriculum specialists interviewed employees, created job profiles, developed customized assessments, and invited student participation in the development of class content. The result is a unique set of curriculum modules in learning to learn, reading, writing, communication, problem solving, English as a second language, math and algebra that reflect learning needs of real people in a large printing/manufacturing environment. These modules were designed as six week, two hour classes, but the learning rationale and intentions could easily be modified to accommodate longer or shorter sessions.

The idea of following a design process involving the active and continuous commitment and participation of the employee and the employer provides a fresh look at the development of curricula and instruction. The goal of this process is to develop a curriculum product that enhances the basic literacy skills of adults and increases critical thinking and problem solving skills that are easily transferred to occupational improvement. The Pikes Peak staff felt that the best way to reach this goal was to involve employees and employers in the many levels of curriculum development and design.

We believe that these curriculum products are genuine reflections of sound adult learning theory that says adults must have relevant learning experiences that build on prior knowledge and in some way advance positive change in their daily work lives. These modules were built through the active participation and assessment of the adult students for whom they were designed. Those of us who developed these products encourage other workplace educators to use them in part or as complete modules, keeping in mind that their very design welcomes the change and diversity that other workplace environments are sure to lend to them. We feel that the authenticity of our curricula will provide ideas and incentive to other teachers and curriculum specialists who are beginning new programs or are looking for ways of improving existing curricula.

Best of luck with any or all of the Workplace Literacy Modules.

Rita Moore

Rita Moore, Project Leader
Workplace Literacy Grant Pikes Peak Community College

"This course helped me to read more thoroughly and rather than pretend I know the meaning of a word, I now look it up in the dictionary."

–Reading II Student

WORKPLACE READING II: Increasing Comprehension and Confidence

Rationale:

Workplace Reading II focuses on reading for specific kinds of workplace information, retaining that information, and summarizing central ideas. The philosophy of the course is that students must be aware of reading as a process to be developed through practice and reflection, not a skill to be sharpened, then forgotten. Whether the reading material comes from the workplace or a good novel, that principle holds true.

Workplace reading materials present some unique challenges that can be met through learning reading strategies such as prediction, inference, identifying purpose, and critical thinking skills that support the natural reading process. That natural process begins each time a reader picks up printed material and begins to assimilate meaning based on schematic response and references to prior experience. Without consciously knowing how to best tap into the schematic reading process, the individual reader relies on a kind of tacit knowing that may work well for relaxing with a bedside novel but may only leave the inexperienced reader frustrated and effective when reading workplace documents.

Workplace Reading I introduced readers to the reading process and effective, practical strategies for developing awareness and use of that process. Workplace Reading II continues to support the awareness while providing practice in advanced reading strategies such as identifying point of view, reading only for specific information, or reading to assimilate occupational skills information that will be applied on-the-job. Just as in Workplace Reading I, general reading materials may introduce a concept and workplace reading materials should be used to reinforce it.

Learning Intentions:

- Students will develop an awareness of how they process information as they read.
- Students will develop critical thinking strategies that may be applied to workplace reading.
- Students will make decisions about when to read quickly for specific details and when to approach the reading task with a more comprehensive purpose.
- Students will develop strategies for gathering and assimilating information that is important in their daily work environment.
- Students will increase their confidence and ability to predict and infer meaning from a variety of print sources.

Rita Moore
Project Leader

Rita Moore
Author

WORKPLACE READING II: Increasing Comprehension and Confidence

OVERVIEW

Session I
Assessment of Goals
Pre-assessment
Schema
Central Ideas and Details
Engaging in the Reading Process
Journals
Evaluations

Session II
Reading Speed and Meaning
Summary Response
Tuning into Organization
Timed Readings
Vocabulary
Journals
Evaluations

Session III
Review Schema, Organization, Comprehension
Key Words and Details in Technical Writing
Timed Readings
Vocabulary
Journals
Evaluations

Session IV
Prediction Strategies
Information Gathering Strategies
- -Note-taking
- -Summary response
- -Outlining

Critical Thinking Strategies Introduced
Timed Readings
Vocabulary
Journals
Evaluations

Session V
Review Individual Education Plan
Reading Memos and Minutes
Reading Reports and Manuals
Timed Readings
Vocabulary
Journals
Evaluations

Session VI
Review of Reading Strategies of the Course
Assess Goals and Achievements (comprehension, rate)
Vocabulary
Journals
Evaluations

WORKPLACE READING II: Increasing Comprehension and Confidence

SESSION I

"I am more aware of my learning abilities because of this course."

---Reading II Student

Rationale:

Reading is an evolving process. It is not a discrete set of skills to be honed. Understanding how we become readers and writers gives us a bird's eye view of this process.

Learning Intentions:

- Students will gain an understanding of the reading process and how interpretation and interaction with language is central to reading effectiveness.
- Students will respond to various kinds of articles and readings by identifying the schematic responses they suggest.
- Students will identify central ideas and supporting details in at least two articles.
- Students will apply the notion of schema to the workplace environment.

Curriculum Notes:

- Curriculum notes and references follow the course outline.

Course Outline:

I. Administrative Details

A. Attendance and class roster
B. Participant data sheet
C. 4x6 cards
   - work extension
   - department name and number
   - work days and hours

I. Administrative Details

C. 4 x 6 cards continued:
- home phone (optional)
- personal information

D. Participant learner packet

E. Portfolio

II. Introduction

A. DISCUSS:
- What is reading?
- Class creates a definition based on their experience.
  The teacher should flipchart the definition and return to it occasionally if the class chooses to modify parts of it.

B. OVERHEAD:
- "What if the words didn't make sense."
  Hand out a brief passage written in a foreign language.

C. OVERHEAD:
- Patty's Story from an article by Dr. Dorothy Watson, Language Arts, 19

D. DISCUSS and WRITE:
- When did you begin to read and write? How were you taught to read?

III. The Reading and Language Process

A. OVERHEAD
- "A working model of whole language"

B. DISCUSS:
- Language is whole. It is not divided into discrete parts. As we interact with language as readers, we bring prior knowledge, grammar, semantics, phonemics, and culture to the entire process each time we begin to interact with printed language.

C. OVERHEAD:
- Show the short paragraph written in Spanish and ask students to interpret it. (If the class is Hispanic, the passage should be in another language.)

D. WRITE:
- In their journals, students respond to "When has reading your native language ever seemed like interpreting a foreign language to you and why?"

IV. Finding Central Ideas and Supporting Details in Daily Reading

A. OVERHEAD:
- "Reading comprehension"
- "Tuning into the process of reading organization"

B. HANDOUT: Reading Response Summary

C. Application Activity:
- Students read two articles of general interest These should be narratives or newspaper articles. Using the handout, students respond to each article. In small groups, they should then compare answers and be prepared to share responses with the entire class.

D. DISCUSS:
- As readers you just used your own language experiences to find the central idea and supporting details of each reading. The teacher shoul flipchart the central idea and supporting details of each reading.

- Review the overhead "Tuning into organization."

OVERHEAD:
- "Reading selections are organized differently. . ."
- "As a reader you should not expect a pattern of understanding but develop your own awareness."

E. Application Activity:
- Read a selection that is from the workplace environment of the students. Discuss organization and the development of details. How does understanding the organization of the writing, the writer's style, and purpose aid in identifying the central idea and supporting details? As a group analyze the selection according to style, purpose, central idea, and supporting details. Compare the structure of this selection to another that the class read in today's session.

V. Student Journals

- WRITE: In what ways can you apply the steps of organization to your typical workplace environment? To your daily life?

VI. Preassessment and Goal Setting:

- What do you read?
- What would you like to read more of?
- Tell me about the last story, article, or book you read and your purpose in reading it?
- What do you read at work?
- What is the most well-written piece you have read at work and how was it organized? The worst?
- What does reading comprehension mean to you?
- Is reading speed something that you want to develop? Why or why not?
- In what ways would you like to better develop your reading process?
- Goal setting activity (see supplementary selections)

VI. Goal Setting:

- The goal setting activity in the supplementary section has been field-tested with real success in many workplace classrooms.

VII. Evaluations

A. Students complete the evaluation form.
B. Group discussion

- This group discussion may be evaluation of "what was useful and what was not" or how they can use the information on the job. The format may be small groups or the entire class.

CURRICULUM NOTES:

I. **Administrative Details**

Pre-Evaluation: Every program will have some kind of record-keeping process. The procedures we've listed have worked for us. Daily attendance sheets and class rosters are kept. Students who complete four out of the six classes receive a certificate of completion at the end of the course. Participant data sheets are federal forms that information that provides a profile of the company. Four by six cards are used by instructors to collect information that will enable them to get in touch with a student outside of class or work if necessary. The participant learner packet contains a summary brochure about the program; who they may call if they have a question about scheduling, class content, etc., an explanation of the process for claiming classtime as work hours; a copy of an individual education plan, and a sample of the certificate they may receive upon class completion.

The portfolio is a folder with paper for journaling; daily evaluation sheets; and a place for students to collect their work for their own assessment and for the instructor's assessment of their work progress.

The pre-evaluation is really a form of self-assessment. Students are asked to list goals related to the course and assign numerical weight to them. At the end of the class the cards are re-examined for progress and students again assign numerical weights to their progress. (Please see attached assessment activity explanation). Students may also take a pre/post test. Administrative details at the end of the session.

Post evaluation is linked to the goal setting and assessment activity above and/or pre and post-evaluation instruments designed by teachers. The course evaluation (attached) and instructor evaluation (attached) are designed to guide the instructional team in making curriculum modifications as well as changes in teaching strategies.

II. **Introduction: A. Discuss:**

It is important for students to understand reading as a process. The whole language approach to teaching reading looks at the way children first learn to process language for reading and writing. Adults enjoy this activity and are usually very supportive of this approach because their youngsters wrote very much like the little girl in "Patty's Story."

Asking adults to think about how they learned to read taps into their learning history and gives them a place to begin to think about making changes in their own reading patterns and habits.

III. The Reading and Language Process:

Discuss how words are "decoded." Is is simply through "phonics" or by a reliance on what the reader knows about the semantic and grammatical structures that surround the word. Why does phonics not always work for the reader? Language is a living process. The "rules" are constantly changing and phonics rules have not changed since they were written. We have 35 basic sounds in the English language. They are not all represented by phonics rules and there are many exceptions to the rule. While there is nothing wrong in using phonic rules as a guide, student become much more effective as readers when they begin to internalize word sounds and meanings through reading practice. This practice should represent a broad variety of reading selections and purposes.

IV. A-E Finding Central Ideas and Supporting Details in Daily Reading

If students will become atune to how the reading selection isorganized, they will be more likely to figure out purpose, central idea, and supporting details more efficiently simply because they know where to look for them.

B. Students enjoy practicing a new reading strategy on material that is new and interesting. Workplace documents do not usually have those characteristics. Using general interest and workplace contextual materials interchangedly motivates the adult learner. Remember to encourage students to bring reading selections to class that may be used for practicing new reading strategies in class.

Note: I have tried to avoid the use of the term "reading skills."

Class: _____

Date: _____

Instructor: _____

	Name	Dept. Number	S. S. Number
1.			
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30.			
31.			

SKILLS FOR A COMPETITIVE WORKFORCE
PARTICIPANT DATA SHEET

Please fill out the following information. Print or write clearly. This information will be used for demographic and statistical purposes only.

SECTION I (Identification)

Name:_____ Social Security Number: ___-___-____
Last Name. First Name Middle Initial

Street Address:_____ City:_____ Zip Code:_____

Phone Number: (___) ___-____

Department: _____ Position:_____

SECTION II (demographic information)

1. Yrs. with company (circle one): a. unemployed b. 0-5 c. 6-10 d. 11-15 e. over 16

2. Age: __ 3. Sex: M F

4. Ethnicity (circle one): a. White b. Black c. Hispanic d. American Indian/Alaska Native e. Asian/Pacific Islander f. Other

5. Single: Y N
Head of Household: Y N

6. Is English your second language? Y N

7. Participating in (circle one or more):
   a. Basic Skills Program
   b. GED Program
   c. ESL Program

SECTION III (outcome information)

Assesment Planning:

8. Course Title:_____ (check one: __ Basic Skills. __ GED. __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
9.	Test Higner on Basic Skills: _____				Y N
10.	Improved Communication Skills:				Y N
11.	Increased Productivity:				Y N
12.	Improved Work Attendance:				Y N
13.	Increased Self-Esteem:				Y N

14. Contact Hours: __ __ __ __

15. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
16.	Test Higher on Basic Skills: _____				Y N
17.	Improved Communication Skills:				Y N
18.	Increased Productivity:				Y N
19.	Improved Work Attendance:				Y N
20.	Increased Self-Esteem:				Y N

21. Contact Hours: __ __ __ __

22. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
23.	Test Higher on Basic Skills: _____				Y N
24.	Improved Communication Skills:				Y N
25.	Increased Productivity:				Y N
26.	Improved Work Attendance:				Y N
27.	Increased Self-Esteem:				Y N

28. Contact Hours: __ __ __ __

29. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
30.	Test Higher on Basic Skills: _____				Y N
31.	Improved Communication Skills:				Y N
32.	Increased Productivity:				Y N
33.	Improved Work Attendance:				Y N
34	Increased Self-Esteem:				Y N

35. Contact Hours: __ __ __ __

STUDENT EVALUATION

Pre-Evaluation

Name: _____ **Date:** _____

Course: _____ **Instructor:** _____

GOALS	1 20%	2 40%	3 60%	4 80%	5 100%
I need to improve my communication skills.					
I need to improve my productivity.					
I need to improve my work attendance.					
I need to improve my self-esteem.					

List 4 goals related to the following that you want to improve in:

Communications: _____

_____

Reading: _____

_____

Writing: _____

_____

Math: _____

_____

Rate yourself on a scale of 1-5 as to where you are with these goals. 1 would be the lowest and 5 would be the highest.

EVALUATION

STUDENT DAILY LOG

NAME:

DATE:

CLASS:

1. What did you learn today? What did you find useful about the lesson? How was it interesting?

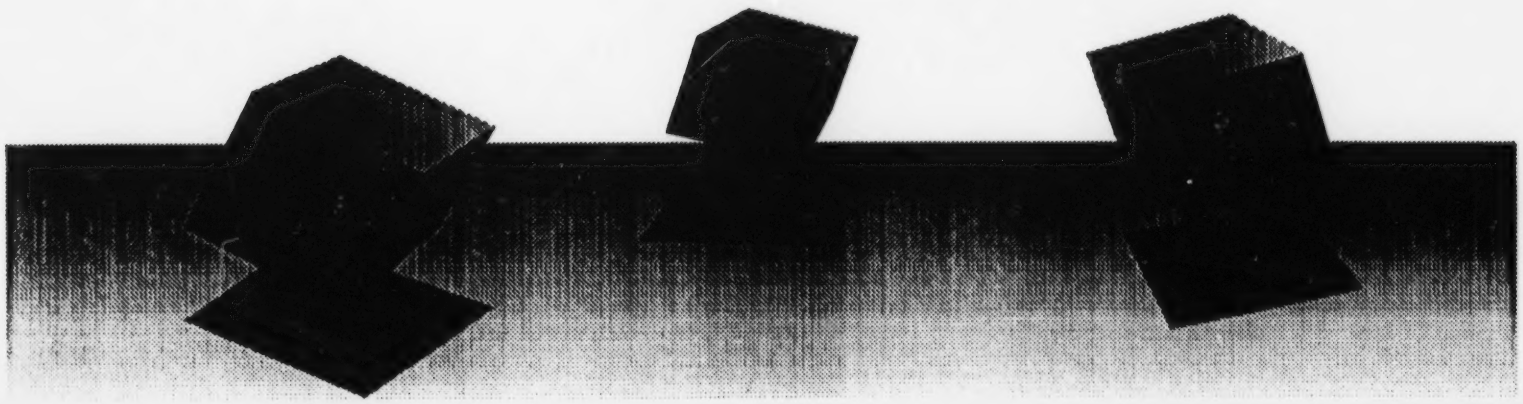
2. What did you find not necessarily useful, and what could have been done to improve the effectiveness of the lesson?

3. What other reactions do you have to the class, materials, discussion, etc.?

4. Are you comfortable with the material? Why or why not?

5. How have you used any of the information learned in previous classes?

What if the words didn't make sense: Reading is understanding language

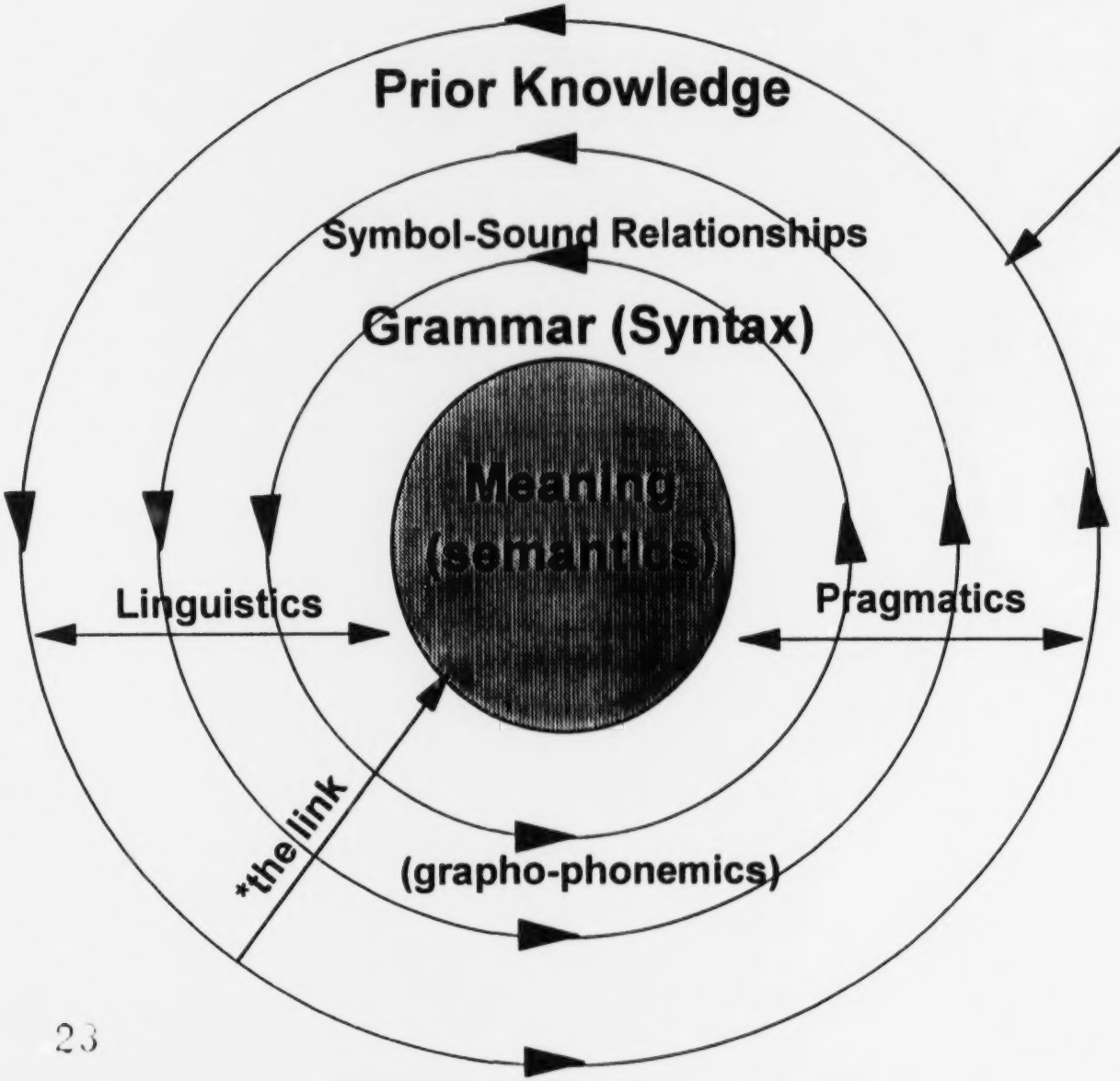


From an Article in Elementary School Journal, 1989 by Dorothy Watson
University of Missouri at Columbia

Wn su pa tm thr ws a
~~*~~ ltl grl hos nam ws
Jan n Jan ws absulte ~~d~~
d btfl prns Wn d.p.
da Jan ~~sad~~ sad I am
so brö~~d~~ tha that I am
gng ot n the wrd to fin
sum dvtr I thK I m
~~gn~~ gon in spaz to catg mi
avter ---- Sooo Jan fld a str
& bem nd when hi n awtspaz
Ef u wt to no mor abt Jans
avnturs red the nect cpt in mi
hk.

~~Patty~~ 22

A Working Model of Whole Language



Culture
- Experience
- (age)
- native tongue
- Religion
- Beliefs
- History
- (All the things that define us as human beings)

Pragmatics:

Language in use. All aspects of it.

Dorothy Watson - University of Missouri at Columbia

Vamos al campo en el verana. Nos gusta el campo porque de los flores y montañas y especialmente los animales jovenes. Para mi familia y yo, el campo es un lugar de paz y belleza.

Reading Comprehension

- Whole process by which learners interact with the text to create meaning from print and assimilate it into their own thinking.

- Requires reader to:

  - use background knowledge,
  - read purposefully,
  - risk making mistakes,
  - ask higher-level critical thinking questions,
  - make predictions and alter them if necessary,
  - monitor their own comprehension,
  - change strategies as needed, and
  - integrate the words and ideas of the author into the whole network of ideas and concepts in their minds

TUNING IN TO ORGANIZATION

- Where did you first "know" the main idea?
- What details led you to the point?
- Were any details "in the way" or confusing?
- Would you change the order? Why? How?

READING RESPONSE

What is reading about? (Write a sentence or two:)

How do you know?

What do you remember most vividly?

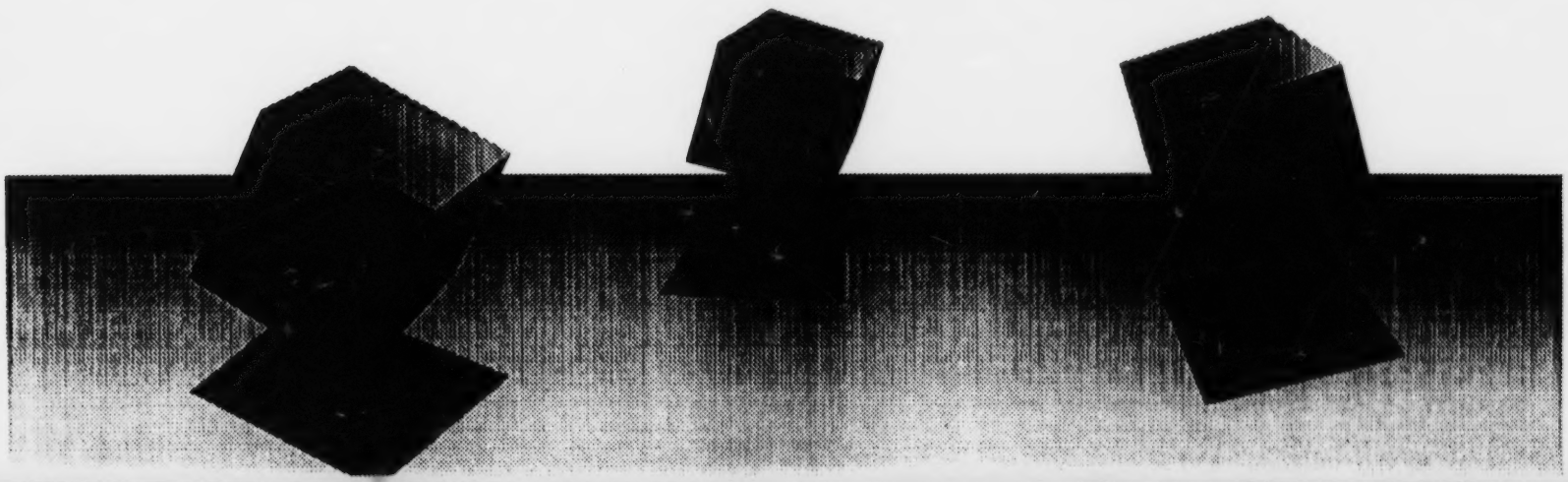
What were you thinking about while you read it?

READING SELECTIONS ARE ORGANIZED DIFFERENTLY ACCORDING TO:

A. PURPOSE

B. STYLE

As a reader you should not expect a pattern of understanding but develop your own awareness.



WORKPLACE READING II: Increasing Comprehension and Confidence

SESSION II

"I found out I could remember as many details reading faster as I did reading slower."

---Reading II Student

Rationale:

Reading faster not only increases comprehension but helps inexperienced readers become more aware of the many facets of the reading process. Organizing information as you read may be done internally as you mentally review information or externally when you take notes according to some kind of pattern such as outlining or mapping. Adults usually have a need to read faster and to increase their vocabulary. These two issues are part of the reading process and may be addressed by tapping into prior knowledge and developing contextual clue strategies.

Adults are motivated by being allowed to participate and guide their own learning. Beginning with this session, students will be asked to bring in workplace readings, articles from other sources that they wish to share, new and challenging vocabulary words and their context, and experiences that they are having as they strengthen their individual reading process capabilities.

Learning Intentions:

- Students will establish an time/comprehension baseline for the course.
- Students will increase vocabulary according to individual potential.
- Students will understnd the process that organization in reading plays in the development of reading speed and greater vocabulary.

Curriculum Notes:

- Curriculum notes and references follow the course outline.

Course Outline:

I. INTRODUCTION

A. Review:
- Schema
- Central idea
- Supporting details

B. HANDOUT and OVERHEAD:
Simple Reading strategies:
- Preview the reading material.
- Make predictions as you read based on your schematic responses and analogies.
- Think about the images you are receiving from the text. What do you need to clarify? What words are you stumbling over?
- Re-read a passage if you missed an important or linking detail, look up a word that you still haven't figured out, read the passage aloud slowly and concentrate.
- Summarize the reading based on your purpose in reading it. Did you get the information that you needed?

C. HANDOUT
- Reading for detail: Additional strategies

D. WRITE:
- In journals, students write of at least one reading situation during the past week in which they consciously "activated" their schema, compared one meaning to another to clarify a definition, and/or re-read a passage to connect to what the author was saying. Share these experiences as a class or in small groups.

II. Increasing Your Reading Speed and Understanding

A. Students compare and contrast differences in comprehension by reading two articles of similar length and content. The first is read slowly and the next is read with an effort to read quickly. Summary responses (see handout) are written for each. Discuss as a class.

B. Establish a baseline for timed readings.
- Students read an article that is workplace related for one minute, mark the place where they stopped and count the words read.

II. Increasing Your Reading Speed and Understanding Continued

- HANDOUT: They may then continue to read the document and complete a reading response summary sheeet or the Reading for Greater Speed sheet. Students should begin to chart their timed readings and comment on their understanding of the material in their journals.

C. Repeat the procedure above with a newspaper or magazine article. Students discuss the differences in reading experiences.

D. Journal writing: List the differences in how each of the reading selections were organized. How did that affect your speed and understanding.

III. Reading for Organization and Meaning

A. DISCUSS:
- Review the steps in "Tuning into Organization" and hand out a copy of the overhead.
- Discuss the terms that students may not understand such as "critical thinking" skills and how these could apply to workplace reading materials.

B. READ:
- Choose a selection from a training manual for students to read. The selection should be fairly difficult and may have charts and graphs. Students discuss how the reading is organized and for what purpose. Working in small groups and following the organization chart, students identify how they use each of the steps in the reading.

C. Vocabulary Building:
- As they are reading and discussing, students should identify unfamiliar wordsand jot them down on the flipchart.

IV. Vocabulary Journals

A. Students will begin to keep a list of workplace related or other challenging words in a designated place in their journals. The goal is to add three words per week.

B. Looking at the words on the flipchart from the training manual, the class should try to define as many as possible as a group and explain how they arrived at that definition. Time permitting, the words may be checked with the dictionary.

V. Evaluations

A. Student journals: Action item: Students will choose one workplace related reading to apply the process of organization to this week. An example might be team minutes or a memo from a supervisor.

B. Students complete the evaluation form provided.

CURRICULUM NOTES:

I. **B. Handout and overhead: Simple Reading Strategies:**
The list of strategies should be prepared into an overhead and handout. You many wish to add other strategies to this list, but be sure that the list is not overwhelming. The most effective part of this activity is the practice. The reading selection could be a selection from the company newsletter or a section from the employee handbook describing benefits.It should be a selection that is of general interest to the entire class.

I. **D. Write:**
Be prepared to offer examples before asking students to complete this activity.

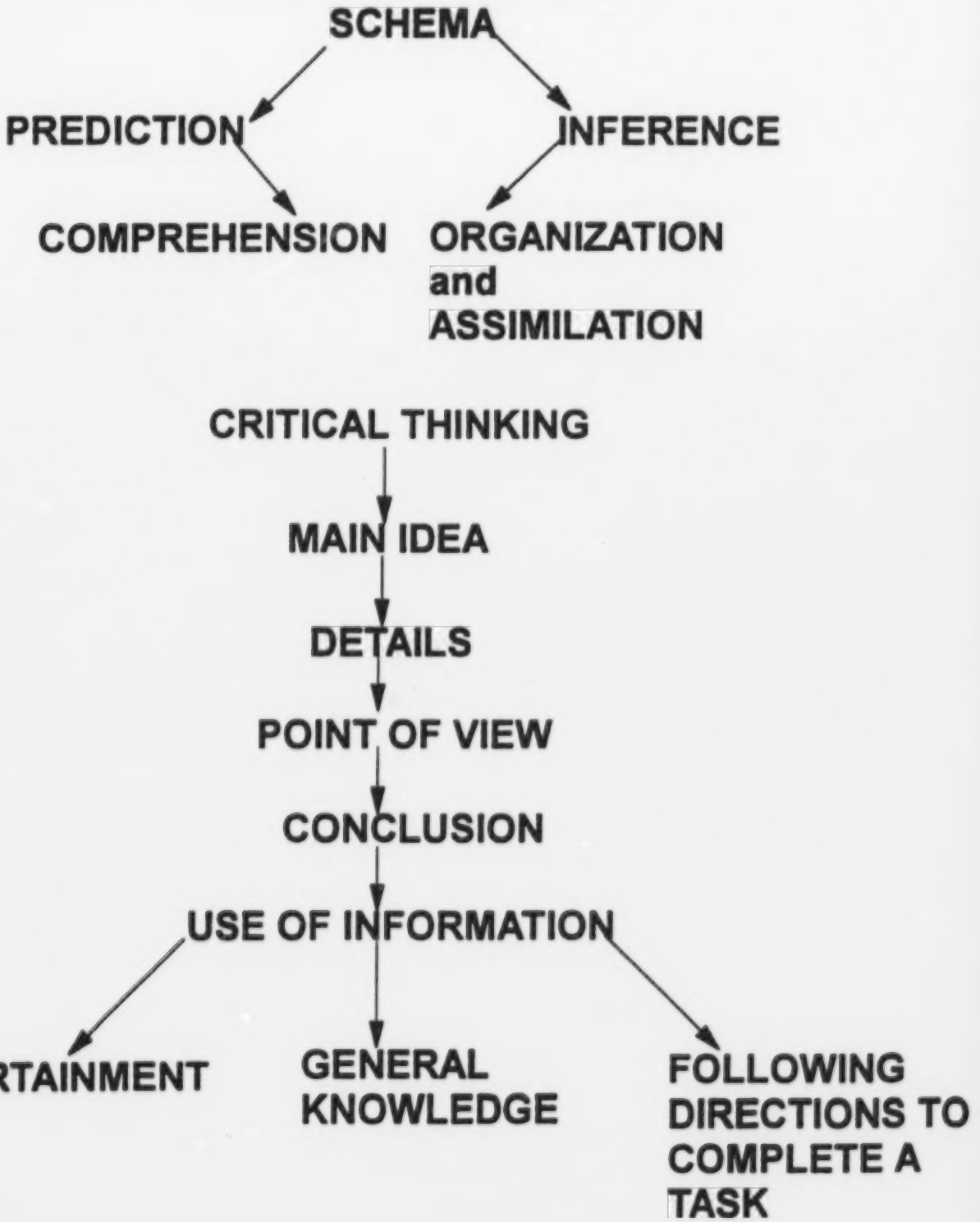
II. **Increasing Your Reading Speed and Understanding:**
These articles should be of general interest and be selections that are neither difficult or too easy for the class. If you wish, you may check student reading levels by giving them a CLOZE Test.(See supplementary materials.) After establishing a baseline level for each student, the selections you chose for this activity should be at the student's instructional level.

IV. **Vocabulary Journals:**
Keeping track of the new words that are presented or learned is important when students assess how much they've gained in the course. It may also be an area that individual students wish to focus more time on.

IV. **A. Vocabulary Journals:**
Adults like to increase their vocabulary. If students are searching for challenging words for each session, they are also reading more.

The Reading Process:

A Recap of Strategies we use to Decode and Derive Meaning from Printed Information



--Rita Moore

Reading for Detail

Reading for detail is usually done when you need to read for and remember specific information. The following strategies will help you find and organize information in such a way that you will remember it better.

1. **ANNOTATE: Annotating uses symbols and notations on the material itself to highlight information.** Use a marker and pen to highlight important information and to mark notes in the margin. Don't try to annotate as you read. Instead, read through the material first; then go back and highlight and write notes. By doing it this way, you will be more likely to recognize main ideas and supporting details and inferences.

2. **TAKE NOTES: Notetaking is more interactive than annotating. It includes writing summaries and notes in the margin.** Draw a line down your paper 2½" from the left side of the page. After reading a section, summarize what you have read. Make sure you include main ideas and important details. As you review your summary, note important points and key words in the left-hand margin.

3. **OUTLINE: Outlines give a graphic presentation of main ideas and supporting details.** Use indentations and numbers to organize information. Make sure you distinguish between main ideas, supporting ideas, details, and minor details. Try to have a general overview of the topic before you start. Put it into your own words, but be selective: highlight, don't rewrite. Afterwards, go back with a highlighter and mark key words or points.

4. **MAPPING: Mapping is a visual system that condenses material and shows relationships within the material.** Write the topic or a key word in the middle of the page. Draw a circle or box around it. Draw radiating lines out from the circle, and write key points on the lines. Draw additional lines from these lines; write significant supporting details on these.

(Smith, 1993)

READING FOR GREATER SPEED AND COMPREHENSION

NAME OF ARTICLE: _____

TIME: BEGAN _____ END _____

WORDS PER MINUTE:

SUMMARY SENTENCES:

Directions for Administering the CLOZE Procedure An Informal Reading Inventory

Summarized from *Diagnosis and Correction of Reading Difficulties* by Barbara E.R. Swaby

The cloze procedure is a method of assessing a reader's passage comprehension by omitting every "nth" word and asking readers to fill in the blanks with the deleted word. (Taylor 1953, Warwick 1978, McCormick 1987). This procedure is especially effective in n the workplace for assessing adult reading levels because it identifies the accuracy with which students can supply deleted words by depending on context clues. The procedure is generally used for three major purposes:

1. **For placement (to determine the level at which students should be placed for instructional purposes).**

2. **For diagnosis (to diagnose the extent of a student's ability to use context).**

3. **For remediation (to provide practice in comprehension and word recognition skills).**

The Cloze Procedure Used for Placement Purposes:

The three generally accepted levels of reading include the independent, instructional, and frustration levels.

-The independent level is the level at which an individual can read without assistance and with high levels of word recognition and comprehension.

-The instructional level is the level at which readers succeed if direct instruction or assistance in interpreting text is provided.

-The frustration level is the level at which the reader cannot succeed because the material is too difficult.

The cloze procedure may also be used to identify material that written on the instructional level in order to develop appropriate curriculum or to identify the difficulty associated with specific workplace reading materials and develop strategies for assistance such as charts, graphs, definitions of terms, or peer collaboration.

How to Develop a Cloze Procedure:

1. **Select a passage of 100 to 200 words long. The passage should be new to students. If you want to know reading levels apply the Gunning Fog Index or Frye Readability Inventory to the passage.**

2. **Leave one or two opening sentences intact so that readers get the initial context.**

3. **Count words, replacing every fifth word with a blank. If the fifth word is a proper noun, replace the next word instead.**

4. **Continue until you have fifty blanks. This suggestion should begin approximately at the 6th grade level or higher because of the length of the paragraph needed to get fifty blanks.**

5. **Students should be assessed with two or three passages before a decision is made, particularly in workplace settings where reading passages vary a great deal in readability. (Readability not only refers to reading level but to how well to the passage is written.)**

Scoring the Cloze:

In scoring cloze passages, only exact matches are accepted when using the test for placement.

60% to 100%	Independent level
40% to 59%	Instructional level
39% and lower	Frustration level

If you are using the test for diagnosis of reading difficulties such as vocabulary, use of pronouns, signal words (since, because, etc.) you may delete all of these types of words from a passage and assess the kind of words that students substitute. The cloze may be adapted to assess students' knowledge of the vocaubulary and key concepts from the passage. To do this, simply delete the main vocabulary or key concepts. When the cloze is used diagnostically, scoring is not restricted to exact matches. Words are accepted as correct if they make sense grammatically and semantically (in meaning).

References: Swaby, Barbara, Diagnosing and Correcting Reading Difficulties, 1989. Herbert Herber, Teaching Reading in Content Areas, 1978.

WORKPLACE READING II: Increasing Comprehension and Confidence

SESSION III

> *"This course helped me to read work memos better, in communication, and reading at home."*
>
> ---Reading II Student

Rationale:

As students continue to become immersed in the reading process, it is important for them to see how this process applies to all reading materials, not just those that are workplace related. It is often very helpful to introduce a reading strategy such as critical thinking, prediction, or inference by first reading a general interest selection, such as a newspaper or magazine article. Students should be encouraged to participate in choosing a variety reading selections by bringing in articles to be copied for the next session. Class ownership is important to motivating the adult learner no matter what the subject matter might be.

Organizing difflicult reading material can take many forms depending on the reader's purpose. Students should be encouraged to develop an information gathering style such as outlining, mapping, or clustering that works the most effectively for them. Plenty of practice time should be allowed for this application activity.

Learning intentions:

- Students will make the connection between organization and the type of reading they are doing.
- Students will demonstrate an understanding of critical thinking skills as related to personal and workplace reading.

Curriculum Notes:

- Curriculum notes and references follow course outline.

Course Outline:

I. Introduction

- REVIEW:
  Discuss the action items that students designated in their journals during Session II. Did attention to the organization process make their reading outcomes more effective? Why or why not? What kind of materials did they read.?

II. Key words and Details in Technical Writing

A. The teacher presents the student with a photograph that has a great deal of action and detail. Students identify:
   the topic
   the details
   the point the photographer/author is trying to make

B. Students read an exerpt from each of the following: a report, a memo, and a training manual. They should identify the topic, the main details and the point or purpose of the writing. Flipchart the results from each as class members give their information.

C. DISCUSS:
How did you decide on the topic?
How did you select the main details?
How was the selection organized?

D. WRITE:
- Give each one of the students a chapter from a piece of technical writing that is germane to their worksite. Ask them to preview it and list how they would approach the task of reporting to their work team on the information of the selection? How would they approach studying it to take an exam over the selection that determines whether or not they are admitted to the next required occupational training class?

E. DISCUSS:
- In small groups students discuss their answers and report out to the class.
  What differences in technique are there?
  Which techniques would you like to know more about?
  A discussion about the different approaches should be facilitated.

F. Different Strokes for Different Folks
- Different people approach the task of gathering information according to what works best for them. There are three ways that are probably the most common:
  -outlining
  -mapping
  -clustering
- Discuss definitions and examples of each one:

II. Key words and Details in Technical Writing Continued:

- Outlining: Using standard outline form, put a sample outline on the flipchart or prepare a handout for each student. Emphasize that there is no "correct" way of outlining. You may use one level or many; however, the simple outline is easier to follow and relies on schema that is already in place.

- Mapping: Show the mapping example of "The Reading Process" overhead. Discuss other ways of mapping. For example, many people simply begin with one theme or idea and connect coordinating thoughts to it.

- Clustering: Clustering is similar to mapping, but details are grouped together in clusters. This is usually done with circles or branching figures.

- Other approaches to information gathering include:
  -annotating
  -notetaking

  - Annotating: After the material has been read once, make notes in the margins that identify anything that is important to your purpose as a reader in the task of interacting with the text. For example, you may mark definitions, main ideas, supporting details, interesting anecdotes, important dates or statistics, and so on. Do not overmark!

  - Notetaking: This process is often associated with listening to a teacher lecture; however, it can be an effective way of systematically listing information that you want to learn or present. Notetaking strategy: On a clean sheet of paper draw a line down the middle. On one column write "things I understand." On the other, write "things I need to know more about." Your category titles will change with your purpose.

II. Key words and Details in Technical Writing Continued:

G. DISCUSS:
- As a class discuss the techniques and decide which ones are most appropriate for the kinds of workplace reading that the students see daily.

H. HANDOUT:
- Distribute and discuss Reading for Detail

III. Practice Makes Perfect

A. Application activity: Students should spend at least 20 minutes applying one of the information gathering strategies to the workplace document that they previewed.

B. Students explain why the strategy they chose worked or did not work for them and what changes they will make for the next practice.

IV. Increasing Reading Speed

A. Students read an article of their choice (it may be workplace related) for one minute, mark the place where they stopped and continue to finish the selection. They will then complete a summary response sheet and in their journals, record their reading time and number of words read per minute. A timed reading and comprehension form may be used instead, but students should continue to chart their timed reading progress in their journals.

B. WRITE:
In their journals students should assess how they feel about "pushing" their reading speed. Are they reading faster? How does this seem to be affecting comprehension?

V. Vocabulary

A. Time permitting, students should present challenging vocabulary to the class on the flipchart, in a contextually significant sentence if possible.

V. Vocabulary Continued:

B. Students try to identify word meanings and use the new vocabulary in a sentence.

C. Remind students to keep track of their new vocabulary in their journals.

VI. Evaluation

A. Student comments on evaluation forms

B. Student discussion

CURRICULUM NOTES:

II. **Different Strokes:**
Many times adult students need to be able to read for the simple purpose of information gathering. The teacher should determine if any of the students need to read a training manual or interpret other workplace documents for specific informational purposes. Depending on the students' need, more time may be spent on this activity with students bringing to class the workplace documents that they need to gather information on.

III. **Practice Makes Perfect:**
More time may be spent on this activity. Additional take-home activities may be given to students with a special interest in learning more effective strategies.

IV. **Increasing Reading Speed:**
This activity allows students to see immediate gain. They should chart their progress and practice outside of class. Summary response sheets and the comprehension forms are only to be used as examples of what has worked in more than one reading class. The best thing to do is to design a form that suits the needs of the class that you're working with.

READING RESPONSE

What is reading about? (Write a sentence or two:)

How do you know?

What do you remember most vividly?

What were you thinking about while you read it?

From a Teacher's Journal:

READING II, Session IV May 5, 1994

The "comfort level" at both sides of the desk were very high. I'd already familiarized myself with the classroom and surroundings and, by chance, had "re-met" most of my students in other classes.

After a brief introduction, we started reviewing prediction strategies and why they were important to their critical thinking skills. The students were responsive to my questions and the article "Indians wielding more clout" opened up a class discussion.

Next, we practiced visualization skills. This was very successful and well received. I asked them to imagine they were Steven Spielberg listening to a story for the first time and in their mind's eye were visualizing the scenes and details. I asked them to close their eyes and I read outloud part of the "dark brown dog" story. After predicting the conclusion of the story, this led nicely into my introduction to inferences.

I asked them to infer about the dog, boy, father, etc. They had a lot to say. I then went over the inference strategies on the board and illustrated them by working out the inferences in the cartoon handout. The students thought the exercise funny and didn't have any problems getting the inferences. I then gave them the three "Time Life" inference readings and they had to answer all the multi-choice questions, I went through all the multi-choice answers and the students had to tell me if they were a main idea or supporting detail, etc. It was a good review of critical thinking techniques. This portion of the class took over an hour, so I was feeling abit pressed for time. As an additional practice, I gave out an article "4-year old shoots self" as a takehome assignment.

I then changed the pace of the class and started talking about reading rates and why it was important to improve them. Due to lack of time, I was only able to do one reading rate practice and I suggested they take the other one home; I noticed most of them did.

In the last fifteen minutes of class, they reviewed the vocabulary list handout, checked their IIP's and wrote their evaluations. I wish I'd had about ten more minutes to do more with the vocabulary exercise.

Finally, I thoroughly enjoyed the pilot lesson experience.

WORKPLACE READING II: Increasing Comprehension and Confidence

SESSION IV

"I think I do read faster now and I'm more interested in understanding things better."

---Reading II Student

Rationale:

Students need to understand the relationship of critical thinking strategies to overall comprehension. Critical thinking involves the use of strategies such as inference, prediction, organization, and schematic response but it is more than that. It is an evaluative process in which the reader must decide the value of the information he or she is receiving (Smith, 1993). It is the reader's ability to examine and clarify the information and to see both sides of the issue. To do this, readers must figure out the point of view presented and critically see how the major and minor details support the author's viewpoint. The reader then weighs this information against his or her values and decides what point of view he or she as a reader will take toward the reading material and why.

How is this process useful in the workplace? In today's work organizations there is a strong tendency to tap into the workers values and beliefs in order to create and maintain efficient participatory management systems. Critical thinking skills are needed to problem solve and make decisions about issues that affect people who function as work teams. Much of the information they must evaluate is in written form such as team minutes, memos, team reports, self and team evaluations, and team planning documents.

Learning Intentions:

- Students will understand the meaning of critical thinking strategies and be able to apply the process of critical thinking to the workplace.
- Students will practice determining point of view, inference, evaluation of details, and coming to a conclusion about various kinds of writing.
- Students will increase reading speed according to individual potential.
- Students will increase their reading and speaking vocabulary according to individual interest and potential.

Curriculum Notes:

- Curriculum notes and references follow course outline.

Course Outline:

I. Review of Information Strategies

A. DISCUSS: How did students use one of the strategies at work or in their personal lives since the last class session? Did the strategy satisfy their reading purpose? Why or why not?

B. The teacher should be prepared to share an example of how he/she applied one of the strategies as well.

II. Inferring Meaning From Text: Inference.

A. Define the term "inference" as a class and write the definitions on flipchart.

B. OVERHEAD:
- Political cartoons, comic strips, newspaper ads, and workplace training announcements all make good examples depending on the class and the work environment. Discuss what may be inferred from the examples.

OVERHEAD:
- "Inference begins with the identification of . . ."
- "Inference deals with motives, feelings. . ."
- Discuss with examples and clarify any points of confusion.

C. READ:
- Read minutes of a team meeting or a memo announcing a new work policy or requirement. (Your Human Resource contact can help with getting these materials or students may bring in excellent examples to use.) Discuss what might be inferred from the selection.

D. WRITE:
- In their journals, students should explain how they will use this strategy in some aspect of their personal or professional life. They may also give examples of how they have successfully or unsuccessfully used it in the past.

III. Critical Thinking Strategies

A. DISCUSS:

- Discuss the meaning of critical thinking. On the flipchart, write a class definition for this process and examples of when they think they have used critical thinking.

B. READ:

- Read an article taken from an anthology, (see example in supplementary materials) a newspaper, or an editorial from the company newsletter and ask students to think critically about the information they read. The information should present an issue such as how television impacts children's learning abilities, or how the company beliefs survey will be used to change team management strategies. Others may include the replacement of human jobs with technology, or how much training should be provided in the workplace. Depending on the class abilities and the work environment, the teacher might write the article to focus on some kind of work ethic or issue. Another source of reading selection are weekly or monthly updates such as the one exerpted below.

  Earlier, I referred to the service and delivery survey information that reflects the opinions of our customers regarding how well we are fulfilling their orders. This survey is conducted a few times each year to give us an idea of how well we are doing over time from the most important perpective of our customer. This version was especially interesting in that it indicated that our customer has recognized the improvements we have made in our delivery times, but is demanding even more improvement (hence, six day a week operations) to meet their needs.
  Also they have noticed a decrease in our quality performance. . .

C. OVERHEAD:

- "As a reader you should not expect a pattern of understanding but develop your own awareness." Discuss what this means in the context of critical thinking.

III. Critical Thinking Strategies Continued:

D. FLIPCHART:
Critical thinking strategies:
- Determine the central idea and purpose of the reading selection.
- What is the author's point of view and why?
- What details support that point of view? Are they substantial?
- What is your opinion of the issue or information being presented?
- What other information may be inferred from the selection? Why?
- What is your conclusion or final evaluation of the selection?

E. WRITE:
- Students should re-read the article from B and answer the critical thinking strategy questions.

This may be done in small groups or individually.

IV. Increasing Reading Speed

A. Students read an article of their choice (it may be workplace related) for one minute, mark the place where they stopped and continue to finish the selection. They will then complete a summary response sheet and in their journals, record their reading time and number of words read per minute. A timed reading and comprehension form may be used instead, but students should continue to chart their timed reading progress in their journals.

B. WRITE:
In their journals students should assess how they feel about "pushing" their reading speed. Are they reading faster? What kinds of materials are less challenging now, to read faster and maintain comprehension with, as compared to when students began this activity earlier in the course.

V. Vocabulary

A. Students should present challenging vocabulary to the class on the flipchart, in a contextually significant sentence if possible. Word samples: collaboration, assert, backlog, ethics

B. Students try to identify word meanings and use the new vocabulary in a sentence.

C. Remind students to keep track of their new vocabulary in their journals.

VI. Evaluation

A. Student comments on evaluation forms

B. Student discussion

Curriculum Notes:

III. **B. Read:**
It is helpful to find an anthology of readings that may be used with your class. You may want to purchase a reference set or obtain the appropriate permission to make multiple copies of selected readings for the class. I find it most helpful to have a variety of reading resources available and when at all possible, let the students have a choice in what they read.

III. **Critical Thinking Strategies:**
Many of the critical thinking strategies come from the text by Brenda Smith (see references) and may be added to if the class is more advanced. The class should discuss each of the questions, possible in relationship tothe article read in B and/ or others. The concept of critical thinking should also be applied to workplace settings such as team meetings, making decisions that are related to daily work tasks, and making decisions about career related activities.

INFERENCE BEGINS WITH IDENTIFICATION OF:

- MAIN IDEA
- SUPPORTING DETAILS
- AUTHORS POINT OF VIEW

AND INCLUDES:

- YOUR POINT OF VIEW ABOUT THE SUBJECT
- THE SCHEMA YOU BRING TO THE READING
- YOUR PREDICTION CHOICES
- YOUR VISUALIZATION OF THE READING
- YOUR INTERPRETATION OF DETAILS
- YOUR INTERPRETATION OF WHY THE AUTHOR CHOOSES SPECIFIC DETAILS AND POINT OF VIEW TO "TELL THE STORY"

TO HELP YOU IDENTIFY:

- UNDERLYING MEANINGS
- SUBTLE CLUES
- STRUCTURAL CLUES

THAT LEAD TO:

- UNDERLYING MEANING THAT HELPS YOU IDENTIFY THE MEANINGS YOU CHOOSE TO INFER

--Rita Moore, 1993

- **Inference deals with motives, feelings, and judgements.**

- **To "get it" the reader must read between the lines for implied or suggested meaning.**

EXAMPLE OF A GENERAL INTEREST ARTICLE FOR "CRITICAL THINKING"
From Smith,Brenda. *Bridging the Gap.*

Television: The Plug-in Drug

Marie Winn

Real People

It is not only the activities that a family might engage in together that are diminished by the powerful presence of television in the home. The relationships of the family members to each other are also affected in both obvious and subtle ways. The hours that the young child spends in a one-way relationship with television people, an involvement that allows for no communication or interaction, surely affect his relationships with real-life people.

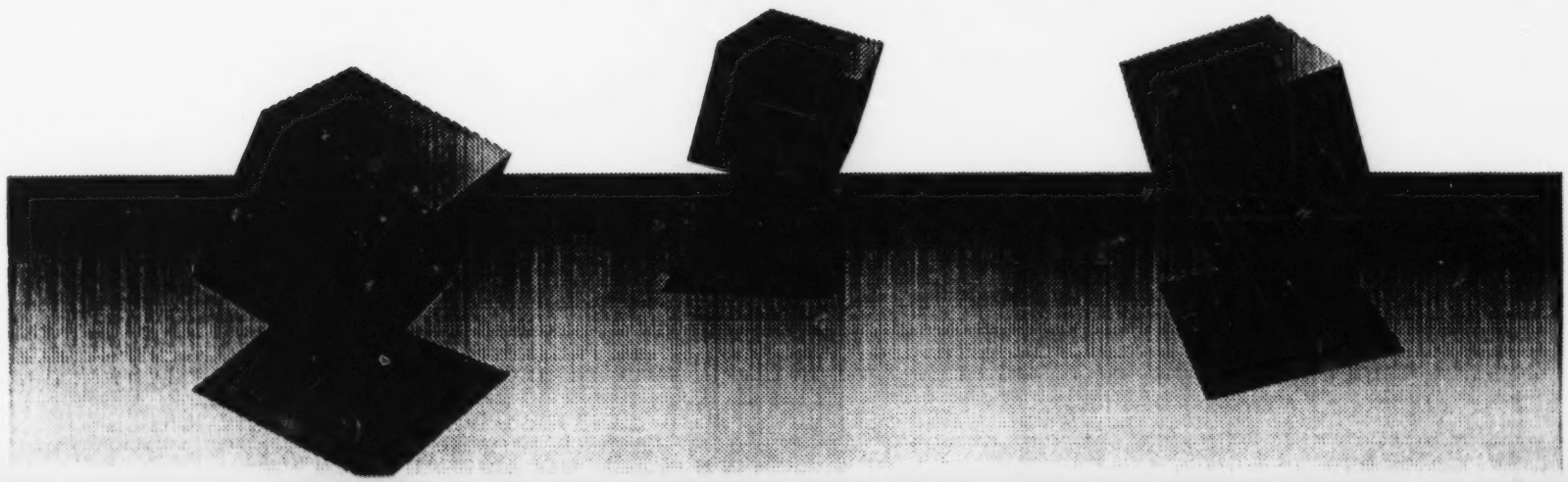
Studies show the importance of eye-to eye contact, for instance, in real-life relationships, and indicate that the nature of a person's eye-contact patterns, whether he looks another squarely in the eye or looks to the side or shifts his gaze from side to side, may play a significant role in his success or failure in human relationships. But no eye contact is possible in the child-television relationship, although in certain children's programs people purport to speak directly to the child and the camera fosters this illusion by focusing directly upon the person being filmed. (Mr. Rogers is an example, telling the child "I like you, you're special." etc.) How might such a distortion of real-life relationships affect a child's development of trust, of openness, of an ability to relate well to the *real* people?

Bruno Bettelheim writes:

> Children who have been taught, or conditioned, to listen passively most of the day to the warm verbal communications coming from the TV screen, to the deep emotional appeal of the so-called TV personality, are often unable to respond to real persons because they arouse so much less feeling than the skilled actor. Worse, they lose the ability to learn from reality because life experiences are much more complicated than the ones they see on the screen.....

A teacher makes a similar observation about her person viewing experiences:

As a reader you should not expect a pattern of understanding but develop your own awareness.



WORKPLACE READING II: Increasing Comprehension and Confidence

SESSION V

"I have improved my reading habits. I scan things and find the pertinent information."

---Reading II Student

Rationale:

By the time students have completed the first four sessions, they have reviewed and written about the many facets of the reading process. It's time to revisit their individual education plans and the goals that they set at the beginning of the course in order to make the most of the time remaining. Since the focus of Reading II is on reading workplace materials more effectively, this session will emphasize how to read memos, reports, letters, notes of instruction, announcements, and other workplace documents based on the reader's purpose or information need. The strategies that have been presented thus far will be reviewed and captured in many of the application activities. Workplace writing style will be addressed.

Learning Intentions:

- Students will decide what specific reading strategies they wish to focus on during the next two sessions after reviewing IEP's and other assessment information.
- Students will demonstrate that they can successfully use a variety of reading strategies when interacting with workplace text.
- Students will increase their vocabulary according to individual potential. Students will continue to practice increasing or maintaining reading speed and understanding.
- Students will understand the stylistic differences in workplace writing and writing that is meant for the general public.

Curriculum Notes:

- Curriculum notes and references follow course outline.

Course Outline:

I. Introduction:

A. DISCUSS:

- What is the most valuable reading strategy students have learned thus far and how have they used it recently? What kinds of reading material do they feel they have not spent enough practice time on interpreting? List these and decide as a class which ones to work on during this lesson or during the next session. (This discussion could take place in Session IV.)

B. Distribute individual education plans and other pre-assessment information to each student. In pairs, or individually, students should assess their learning progress and summarize their achievements in student journals. The teacher should plan individual conferences around this activity time.

II. Understanding the Author's Style

A. READ:

- Two reading selections should be presented to the students. One should be light, humorous and anecdotal. (Consult an anthology or the newspaper.) The other should be crisp and informational, much like a training manual. Students should react to each selection by answering the following questions in their journals.
  -What was the author's purpose?
  -Who was the intended audience?
  -Which style was more interesting and why?
  -Was either article any easier to read? Why or why not?
  -What were the key details associated with each reading?
  -What was the main idea of each selection?

B. Application activity:

- HANDOUT:
  "Details, Meaning, and Style"
- Students should answer the questions associated with the author's style and how it relates to purpose and transfer of information. The handout is an example of how a training manual may be used for this activity.

III. Application of a Variety of Reading Strategies

A. Reading in the Workplace

- Review critical thinking strategies from the last session and apply this strategy to a note from a teammate about possible machinery problems on the next shift, team minutes, a self-evaluation (this can be teacher-made), or an article from the newsletter.
- Review inference using the same activity above.
- Review prediction using an appropriate memo or letter.
- Review the organization, main ideas and details associated with each selection.

B. In small groups, students should prepare a summary report on one of the selections addressing the reading strategies that may be most effectively used with each one.

IV. Increasing Reading Speed

A. Students read an article of their choice (it may be workplace related) for one minute, mark the place where they stopped and continue to finish the selection. They will then complete a summary response sheet and in their journals, record their reading time and number of words read per minute. A timed reading and comprehension form may be used instead, but students should continue to chart their timed reading progress in their journals.

B. DISCUSS:
Skimming for general meaning and scanning for details are both actitivies that are explored in Reading I. They may be re-introduced during this session as a way of previewing the reading material before reading quickly or as a technique for reading from specific information Application activity: Students should skim the first page of a workplace report or a short news article before reading as a timed activity to increase their potential understanding of the selection. Students may be given a different selection and asked to scan for the three most important details. Minutes and memos are good sources for this reading selection. Another excellent source is an instruction guide or manual.

C. WRITE:
In their journals students should assess how they feel about "pushing" their reading speed. Are they reading faster? What kinds of materials are less challenging now, to read faster and maintain comprehension with, as compared to when students began this activity earlier in the course.

V. Vocabulary

A. Students should present challenging vocabulary to the class on the flipchart, in a contextually significant sentence if possible. Word samples: rotary, initiate, flux, density, torque.

B. Students try to identify word meanings and use the new vocabulary in a sentence.

C. Remind students to keep track of their new vocabulary in their journals.

VI. Evaluation

A. Student comments on evaluation forms

B. Students list one way in which they will individually focus on improving the reading strategy they still find the most challenging between this session and the last one of the course.

Curriculum Notes:

I. Introduction: A. Discuss:

You should capture the student responses either on flipchart or by asking them to jot down their answers and share with the group. If you do not have a great many resources for your group, you should have this discussion in Session IV so you have time to gather materials. B. Individual education plans should not stay in the locked file cabinet. Students should review them occasionally and make changes as needed. Time for individual conferences is special to the adult learner. Oftentimes they are motivated by individual attention and might not be able to really focus on their own assessment if you do not guide them. Conferences should be five to ten minutes in length.

II. Understanding the Author's Style: A. Read:

Students may have to first develop a definition of "style" as it relates to something like manager's style or a comedian's style. This analogy can ease the student into author's style.

It is helpful if the class develops a definition and the teacher posts it.

II. B. Application activity:

The handout was created for a training manual for employees who would be working on electric motors. Any kind of training manual may be used. Other examples are customer service manuals, assembly directions, etc. You may want to review instructions in this section since there is so much variety in how instuctions and instructional manuals may be presented based on writing style and organization.

KEY DETAILS, MEANING, AND STYLE

Information in reading selections is organized differently according to:

A. Purpose

- To entertain
- To show how to do something
- To offer useful information

B. Style

- Humorous, light with ancedotes
- Short, crisp to the point

C. Organization

- Visual differences
- Chronological sequence of information
- Order of importance

D. Information to be Transferred/Shared

1. What is the purpose of the first two pages of Lesson Four - D.C. Motors?

2. How would you characterize the style? the organization?

3. What information is being transferred?

4. How would you approach the reading of this manual? Why?

WORKPLACE READING II: Increasing Comprehension and Confidence

SESSION VI

"I am enjoying reading unlike school, when you had to read."

---Reading II Student

Rationale:

Students have been participants in their own learning process for five reading sessions. They should be encouraged to continue this as part of a lifelong learning plan and be aware that reading is full of choices for them as adult learners. It is not an activity that should be unpleasant, rather one that presents unlimited opportunities.

Awareness of how much information that they have processed is vital to the success of this last session so it becomes a smorgasbord of activities and applications. Students will have moved beyond the point where they consciously identify central ideas and details to where they examine reading selections to meet individual reading purposes. First priority should be given to the needs list made by students in Session V which addressed addressed the strategies that they still needed more practice on. Teachers should prepare individualized lesson plans based on what the students said. This session provides the student the opportunity to use prediction, inference, critical thinking and other advanced strategies on general reading and workplace reading selections.

Learning Intentions:

- Students will list the ways in which they will continue to improve their reading strategies after this course is finished.
- Students will evaluate their progress toward learning goals related to effectively using a variety of reading strategies, improving vocabulary, and increasing reading speed.
- Students will demonstrate facility in using prediction, inference, and critical thinking strategies.
- Students will complete the individualized learning packets that the teacher has made based on individual comments from Session V.

Curriculum Notes:

- Curriculum notes and references follow course outline.

Course Outline:

I. Introduction

A. Students will spend approximately half of today's session on the individualized plans prepared for them. Examples of reading and writing activities follow based on the strategy or category that the student expressed interest in working on.

Inference: Write: What may be inferred from the following?

Per the supervisor, it would be worthwhile to further investigate a process to initiate a morale booster for the department.

The department's presentation has been rescheduled to April 3 due to the peak weeks of incoming mail.

Sue Brown suggested that we have vegetables along with donuts.

Cindy talked with JB re: system implementation that was to be completed by 12/94--checking on. She is to get with Jane Carden on Monday. (Jane wants to "get the show on the road.")

B. Prediction: Read the following short story, "A Dark Brown Dog" by Stephen Crane.

- Follow the directions which tell you to read to each black dot and predict what will happen next. Write down your predictions.

C. Gathering Information: Read the report from the Systems Department. You have been asked to give a summary of this report to your action team. Using one of the techniques that you learned, prepare a summary report. Try it out on a classmate to see if it is clear.

I. Introduction Continued:

D. Critical Thinking: Evaluate the following using critical thinking strategies.
In general, the findings were positive, that is we believe that not only does management but most of our employees follow and practice our beliefs fairly closely. This is encouraging--but most encourageing was that there seems to be an overall feeling of trust between all of us. From this foundation, we will continue to improve. There were also some areas that were identified as opportunities for improvement. We will explore these more in our clarification sessions, then begin to problem solve focusing on those issues which we can impact.

II. Class Participation

A. This short interval should provide students an opportunity to share information or questions about the individual lessons that they have finished.

B. Discuss other kinds of workplace reading material that these strategies might be used to interpret.

III. The Reading Process

A. OVERHEAD
- Review the overheads from session one that demonstrate the language process.

B. Discuss schema and the knowledge that each one brings to the reading process.

IV. Increasing Reading Speed

A. Students read an article of their choice (it may be workplace related) for one minute, mark the place where they stopped and continue to finish the selection. They will then complete a summary response sheet and in their journals, record their reading time and number of words read per minute. A timed reading and comprehension form may be used instead, but students should continue to chart their timed reading progress in their journals.

IV. Increasing Reading Speed Continued:

B. DISCUSS:
- Students should figure how much their reading rate has improved and review their summary response sheets to see if their comprehension of the selections has increased or decreased during the course. Criteria should be based on the specific questions of the response sheet or the details they used in their summaries of each reading selection.

V. Vocabulary

A. Students should present challenging vocabulary to the class on the flipchart, in a contextually significant sentence if possible.

B. Students try to identify word meanings and use the new vocabulary in a sentence.

C. Remind students to keep track of their new vocabulary after the class is over, perhaps challenging others as a parta of a workplace meeting activity.

VI. Evaluation

A. Student comments on evaluation forms
B. Students will develop a simple plan of action for continuing to improve their reading strategies, vocabulary and reading rate.
C. Instructor evaluation forms
D. Course evaluation forms

Curriculum Notes:

I. **B. Prediction:**
This short story is one that every class I've ever taught enjoyed. It is about a young boy who learns to love through his dog. It is not a workplace document, but it is an excellent selection for teaching students to appreciate prediction.

I. **A-D:**
The selections above (modified) came from a workplace environment. These were brought to class by the students as examples of the kind of reading they did on a daily basis. When reading strategies were consciously applied, students were surprised at how much easier the material was to "get through" or interpret with meaning.

II. **A-B: Class Participation:**
This activity may be interspersed througout the course, rather than just happening in the final session.

IV. **Increasing Reading Speed:**
This may be the first time or one in a series of times that students have evaluated their individual reading progress. Comments on how they have improved or stayed the same past a given point should be encouraged. Also, ask the students to really look at how they completed the comprehension or "understanding" activities and to look for ways they improved such as giving more specific details, stating the central idea more clearly, and so on. Also, students should compare their reading speed and understanding progress with when they read workplace documents versus when they read general interest selections. Some surprising results may come up.

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**Source Unknown

a dark brown dog

By Stephen Crane

A child stood on a street corner. He leaned against a fence and kicked at the ground.

Sunshine beat down on the pavement, and trucks clattered down the avenue. The child stood and dreamed.•

After a time a little dark brown dog came trotting down the sidewalk. A short rope was dragging from his neck. Sometimes he walked on the end of it and stumbled.

He stopped opposite the child, and they looked at each other. The dog wagged his tail. The child put out his hand and called to him. In a shy way the dog came near the boy, and the two greeted each other with pats and wags. The dog got more excited with each minute, until he almost knocked the boy over with his friendliness. Then the child lifted his hand and struck the dog on the head.•

This seemed to amaze the little dark brown dog, and hurt him to the heart. He fell down helplessly at the child's feet. When the child hit him again, and screamed at him, he turned over on his back and held his paws up. He seemed to be praying to the child.

The child thought he looked funny lying on his back and holding his paws that way. The boy laughed, and kept hitting the dog so he would stay in that position. But the dog took it all very seriously, and kept pleading with the boy to forgive him.•

Finally the child got bored with this game and started for home. The dog was still praying. He lay on his back and watched the boy as he walked away.

Soon he got to his feet and started after the child as he wandered slowly home. The child stopped for a moment, and saw that the little dark brown dog was following him like a shadow.

The child found a small stick and beat the dog. The dog lay down and prayed until the child finished beating him and started for home again. The dog got up and followed him.

On the way home, the child turned many times and beat the dog, telling him that he thought he was worthless and no good to anyone. The dog seemed anxious to make up for being so useless, and continued to follow the boy.•

When the child reached his door, the dog was still right behind him. The child sat down on his stoop and the two of them began to play. The dog did everything he could to please the child. In fact, he was so funny that the boy suddenly realized the dog would be a wonderful toy after all. He grabbed for the dog's rope.

He dragged the animal into the hall and up the long dark stairways. The dog tried to follow, but he could not run very easily up the stairs; the boy moved so quickly that the dog became frightened. In his mind he was being dragged to a terrible but unknown fate. His eyes grew wild with terror. He

tried to run away.

The child dragged even harder and they had a battle on the stairs. The child won because he put in so much effort, and because the dog was very small. The boy dragged his new toy to the door of his home. The two went inside.

No one was there. The child sat down on the floor and began to play with the dog, who cheered up at once. He licked his new companion, and soon they were the best of friends.•

When the child's family arrived,they started fighting immediately. They looked at the dog and cursed him. Everyone hated him. The dog felt their anger and began to droop like a plant without water. The boy walked over to the dog and screamed at the top of his voice that the dog was his and that everyone should leave them alone.

In the middle of all the screaming, the father arrived home. He wanted to know what the hell they were making the kid scream for. They told him that the damn kid wanted this horrible dog to live with them

They all began shouting at once, but the fight was over quickly. The father was in a rage that night, and when he saw that everybody else would be angry and miserable if the dog was allowed to stay, he decided that the dog should definitely stay. The child, crying softly, took his friend into another room, while the father screamed at his wife. And that was how the dog entered the family.•

The boy and the dog were together every minute of the day and night. The child became his protector and friend. If the grownups kicked the dog, or threw things at him, the child screamed at them to stop. Once, in the middle of a fight, the child had run to the dog, yelling, with tears pouring down his face, and his arms stretched out to protect his friend. He was struck in the head with a huge pot which his father had thrown at the dog because the dog annoyed him. After that, the others were a little more careful when they threw things at the dog. The dog also became very clever at dodging things the family threw at him, so that even when things did hit him, they didn't hurt him too badly.

The family didn't dare to try anything too cruel in front of the child because he would make such a loud and angry fuss that he was unbearable. In this way he protected the dog.

But the child could not always be there. At night, when he was asleep, his dark brown friend would get up and cry with loneliness. At these times the family would chase him all over the kitchen and hit him with anything they could get their hands on.

When the child was very sad, he would crawl under the table and lay his head on the dog's back. The dog would always make him feel better.

In time, the dog grew. He developed a loud bark, which seemed almost magic coming from such a small dog. He stopped crying at night.

He loved the boy more and more as time went on. He would wag his tail when the boy entered the house, and cry when the boy left. He could tell the sound of the boy's steps from all the

other noises of the neighborhood, and it was like a voice calling to him. He loved the boy with perfect love.

The child used to go on little trips to explore the neighborhood and usually his friend jogged along behind him. The dog felt that these were very important trips, and he would carry himself with the air of a proud servant serving a great king.•

One day the father went out and got drunk. He came home and began throwing pots and pans and furniture at his wife. He was in the middle of this "game" when the child came in, followed by his dog. They were returning from one of their trips.

The child, from long experience, could tell at once that his father was in one of his moods. The boy ran under the table, which he knew was usually a safe place. The dog had less experience with the father. He thought that running under the table meant "here's a new game," and started to patter across the floor to join the boy. He was the picture of a little dark brown dog on the way to see a friend.

At this moment the father saw him. He gave a huge howl of joy and knocked the dog down with a heavy coffee-pot. The dog yelled in surprise and pain and ran to hide. The man kicked out with his heavy foot, making the dog stagger. A second blow with the coffee-pot knocked him to the floor.

The child began screaming, and ran out from under the table to protect his dog. The father paid no attention to the crying child, and continued to beat the dog. After he was knocked down two more times, the dog simply gave up. He rolled over on his back and held his paws up in his praying way.•

But the father was in a mood for fun, and it seemed to him that it would be the most fun of all to throw the dog out the window. So he reached down and grabbed the dog by the leg and lifted him up. He swung him two or three times around his head, laughing all the while, and threw him out the window. This event caused great surprise on the street. A man looked up to watch the flying dog. Children ran shouting. A woman watering plants across the alley dropped a flower-pot.

The dark brown body crashed in a heap on the roof of a shed five stories below. From there it rolled to the pavement of an alley.

The child upstairs howled with pain, and ran from the room. It took him a long time to reach the alley because he was too small to run down the stairs.

When they came for him later, they found him seated by the body of his dark brown friend.•

Why does the boy react at first in a friendly way? Why the boy changed in attitude? Why does he beat him with a stick? How does the dog react? In what way are the words "he thought he was worthless and no good to anyone" significant? Why did the dog continue to follow the boy?

Continue reading to the next dot. Can you think of an appropriate way to change the sentence, "The dog did everything he could to please the child"? Can you see the dog being dragged up the stairs? What kind of building are your visualizing? Why did the boy take the dog home? Will the boy be allowed to keep the dog?

Read silently to the next dot. Describe the family members and their reaction to the dog. Could you see the dog "droop like a plant without water"? Who gave permission for the dog to stay? Why? Why did the father act the way he did? Will the dog become the family pet?

Read to the next dot. What kind of feelings developed between the boy and the dog? What did each do for the other. What kind of influence did the child and dog exert on the family? If you were asked to write an ending for this story, what would it be?

Again, read to the next dot. As you read, try to visualize the father, the boy, and the dog. Try to hear the sounds in the apartment that day. What will happen to the boy? To the dog? What might the father do next? If you lived in a neighboring apartment and heard the commotion, what would you do?

Read to the end of the story. Could you see the neighborhood reacting to the event? Were you with the boy as he went down the stairs? How will this event affect the relationship between the boy and his father? Were the feelings between the boy and his dog natural or exaggerated?

Did you think the story would end in this way? Could this story have happened? Have you ever witnessed anything similar to this? If so, can you see it in your mind now? Can you feel your reactions:

After the learners have read the story silently, section by section, followed by questioning and discussion, the teacher can read the selection aloud from beginning to end, if desired, encouraging the listeners to visualize the characters and the events once more. To help the learners realize the importance of predicting and evaluating, a moment or two might be spent on having them comment about the values of anticipating what will happen and of imaging during the story.

Then the learners will be asked to write thoughts that have been triggered by "A Dark Brown Dog." Since imaging was the main activity emphasized during the reading, that might be carried over to the writing.

WORKPLACE LEARNING PROGRAM
PARTICIPANT EVALUATION
CURRENT AND PIKES PEAK COMMUNITY COLLEGE

Please answer the questions which follow. Your responses will help us in making improvements in the course.

1. How would you rate the content of this course?

Too Difficult		Just Right		Too Easy
5	4	3	2	1

2. How would you rate the quality of the instruction materials?

Very Interesting		Somewhat Interesting		Uninteresting
5	4	3	2	1

3. How useful was the course in helping you on the job?

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

4. Overall, how satisfied were you with the course?

Very Satisfied		Somewhat Satisfied		Very Dissatisfied
5	4	3	2	1

5. What did you like the best about this course?_____
_____
_____
_____

6. What could have been done to improve the effectiveness of the course?_____
_____
_____
_____

7. How would you rate the quality of the instructional materials?
_____
_____
_____

8. Would you like additional time spent on this subject? Yes_____
No_____ If yes, what specific subjects?_____
_____
_____

9. In what specific ways has this course helped you to do your job better?_____
_____
_____

10. How has this course helped meet goals you set before taking it?

11. Would you recommend this course to a co-worker? Yes_____No_____
Why or Why not?

12. Do you feel more confident about your learning abilities because of this class?

13. Will what you learned in class make a positive, noticeable difference in your outside interests?

WORKPLACE LEARNING PROGRAM
INSTRUCTOR EVALUATION
CURRENT AND PIKES PEAK COMMUNITY COLLEGE

Please check one response to each question.	Excellent	Very Good	Satisfactory	Needs Improvement	Poor
1. The instructor is organized in his/her teaching of this class.					
2. The instructor projects warmth, friendliness and enthusiasm in his/her presentation.					
3. The instructor returns tests and assignments within one class session.					
4. The instructor encourages student participation in class.					
5. The instructor reacts in a positive manner to students' questions and responses.					
6. The instructor is willing to give individual help when you request it.					
7. The instructor clearly communicates how the course is related to your learning needs.					
8. The instructor is skilled and knowledgeable in the material.					
9. You feel comfortable with asking your instructor to teach what you feel is important to your learning needs.					
10. By reviewing your portfolio, you are familiar with the changes in your own learning.					

What comments do you have that will help in the design of future courses?_____

_____

_____

_____

_____

STUDENT EVALUATION

Post-Evaluation

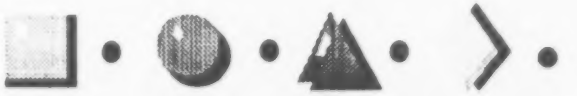
Name: _____ **Date:** _____

Course: _____ **Instructor:** _____

GOALS	1 20%	2 40%	3 60%	4 80%	5 100%
I improved my goal in communication.					
I improved my goal in productivity.					
I improved my goal to increase my work attendance.					
I improved my goal to increase my self-esteem.					

SUPPLEMENTARY MATERIALS

- Newsletter Articles from Current *Impressions*
- Reading for Greater Speed and Comprehension
- Reading Response Summary



READING FOR GREATER SPEED AND COMPREHENSION

NAME OF ARTICLE: _____

TIME: BEGAN _____ END _____

WORDS PER MINUTE:

SUMMARY SENTENCES: